

MISSOURI SCHOOL IMPROVEMENT PROGRAM

Overview

The Missouri School Improvement Program is designed to promote excellence in the public schools of the state. The State of Missouri has a dual responsibility for the quality of education provided its citizens. First, it must ensure that all schools meet certain basic standards. Second, it has a responsibility to see that the schools continue to strive for excellence in an increasingly competitive world. The Missouri School Improvement Program incorporates these two responsibilities.

The standards outline the state's vision and expectations for a quality school. Expectations are described in a nondescriptive way so each school district has the flexibility and responsibility to explain how it provides quality education. It is against these standards that judgments will be made about the quality of district programs and what steps need to be taken to move the highest level of excellence.

The standards are organized into three sections: **Resource Standards**, **Process Standards** and **Performance Standards**. In general, the **Resource Standards** are concerned with the basic requirements that all districts must meet. They are generally quantitative in nature. Some standards are appropriate for all districts. Other standards need to be tailored for districts in different contextual settings. Dual criteria are used comparing the district with "minimums" determined by the State and what is deemed "desirable" as determined by research and/or professional judgment.

The **Process Standards** are concerned more with the instructional and administrative processes used in schools. They include standards on Instructional Design and Practices, Differentiated Instruction and Supplemental Programs, and School Services. Each of the Process Standards incorporates multiple criteria and cannot be easily quantified. Therefore, assessment of the Process Standards is accomplished through an onsite review by a team of trained observers.

Performance Standards include thirteen measures of student performance in five areas. The standards against which all school districts will be assessed include academic achievement; reading achievement, ACT achievement, career preparation, and educational persistence. Information on these standards is collected annually and analyzed as a part of the evaluation process.

An important component of the Missouri School Improvement Program is the district's Comprehensive School Improvement Plan. This Plan will guide the district in decision making about the Resource and Process Standards that should lead to higher student performance.

Visit the following website to review all standards:
<http://dese.mo.gov/divimprove/sia/msip/index.html>

MSIP CURRICULUM STANDARDS
(Cycle 4 – begins Fall 2006)

6.1 The district implements written curriculum for all its instructional programs.

1. Each written curriculum guide must include the following components:
 - a rationale which relates the general goals of each subject area and course to the district's mission and philosophy
 - a general description of the content of each subject area at the elementary level and each secondary-level course
 - general goals for graduates in each subject area
 - specific, measurable learner objectives for each course at each grade level
 - alignment of the measurable learner objectives for each course to the knowledge, skills, and competencies that students need to meet the district's goals and the Show-Me Standards
 - instructional strategies and specific assessments (including performance-based assessments) for a majority of the learner objectives
 - evidence that individual learner objectives have been articulated by grade level/course sequence
 - date of board review and approval for each curriculum guide
2. Teachers receive training on the curriculum review and revision process, curriculum alignment, and classroom assessment strategies.
3. The written curriculum incorporates content and processes related to equity, technology, research, and workplace-readiness skills.
4. Systematic procedures are used to review and revise the written curriculum.

**MSIP CAREER EDUCATION STANDARDS
(Cycle 4, begins Fall 2006)**

7.3 Career education is an integral component of the educational program.

1. Competency-based curriculum has been implemented to meet the diversified needs of all students and prepare them for entry into the workplace and/or continued education.
2. Career and technical student organizations for each approved career education program are in place as intracurricular instructional methods.
3. Career education programs provide students with assistance in the transition to the workplace and/or continued education.
4. The district implements an accountability system to assess student progress and program effectiveness.

WHY DEVELOP CURRICULUM GUIDES?

The Outstanding Schools Act of 1993 and the Missouri School Improvement Program require that school districts have written curricula that support state academic performance standards, i.e., the Show-Me Standards. When the *only purpose* for developing guides is to meet an external requirement, however, teachers rarely approach the task with enthusiasm and imagination, and the guides developed often end up filling empty file space. To avoid such wasted efforts, other reasons for developing guides are needed, such as:

1. To foster conversation among the entire faculty about significant content and skills, ideas for teaching, and assessment methods and strategies.
2. To reach a district-wide consensus on philosophy, mission, and learning goals for graduates.
3. To identify objectives of importance for students to master at each grade level.
4. To promote articulation across grade levels so that learning at one level builds upon that of previous levels, avoiding both gaps of important content and skills and excessive repetition.
5. To promote articulation of learning across subjects-interdisciplinary instruction-so that learning in one subject is reinforced in other subjects.
6. To assure a common core curriculum in all buildings in those school districts that have more than one school housing the same grade levels.
7. To identify resources useful for accomplishing course objectives.
8. To make certain all students have the opportunity to achieve the Show-Me Standards with age-appropriate instruction.

WHAT SHOULD DISTRICT CURRICULUM GUIDES INCLUDE?

MSIP requires a written curriculum for each subject/course. The guides should include graduate goals, rationale, course description, measurable learner objectives, instructional activities, instructional strategies, assessments, and alignment to the Show-Me Standards. **There should be a close relationship among measurable objectives, instructional activities, and assessments.** The measurable learner objectives and related activities and assessments should reflect the demands of the Show-Me Process and Knowledge Standards at the appropriate learning level.

The following definitions are used by MSIP Team Members as they gather information and complete the Report Writing Form for onsite reviews:

1. Rationale for each subject area and course

A reason or justification for teaching the subject/course related to the district's mission and philosophy. Sample rationales for business courses may be found at

http://dese.mo.gov/divcareered/biz_curriculum_resources.htm.

2. Description of content in each subject area and course

A description of the overall course content and major activities or requirements should be given. The course description may include broad course objectives used to plan learner objectives/outcomes. Sample course descriptions may be found at

http://dese.mo.gov/divcareered/biz_curriculum_resources.htm

3. General goals (outcomes) for graduates in each subject area

A description of what the district expects of its graduates in various subject areas. In the absence of graduate goals, objectives cross-referenced to Show-Me Standards in a board-adopted guide will imply adoption of the Standards as the graduate goals. See page 59 for sample graduate goals for business education.

4. Measurable objectives for each course at each grade level. These objectives must be aligned to the Show-Me Standards

Learner outcomes should be stated in terms of observable learner behavior including a clear delineation of the content to be learned and the learning level. Measurable objectives may imply the type of activity and assessment.

Objectives or competencies and alignment to the Show-Me Standards for business education courses may be found at this website:

http://dese.mo.gov/divcareered/biz_curriculum_resources.htm

Districts are advised to keep the number of learner objectives for courses manageable in their curriculum guides.

5. *Instructional activities for each measurable objective*

A clear description and/or specific example of how the material (content and process) is to be presented to achieve the learner objective. The activities may be combined with instructional strategies and teacher activities to give a complete explanation of the presentation of the material.

6. *Instructional strategies used to present instruction*

Describe the teaching-learning techniques used to present instruction in the classroom. Examples may be: lecture, whole-group instruction, cooperative learning, flexible grouping, one-on-one instruction, computer-assisted instruction, and hands-on activities.

7. *A description of the assessments for each objective*

A clear description and/or example of appropriate summative evaluation for the majority of objectives. Formative assessments may accompany instructional activities. Multiple objectives may be assessed in one test or performance event.

8. *Provide evidence that individual learner objectives have been articulated by grade level/course sequence*

Describe how the curriculum fits together among grade levels and courses within a subject. Developing a comprehensive scope-and-sequence outline and/or completing a curriculum mapping project are steps to determine the level of articulation. See sample scope and sequence for business education on page 4.

9. *Indicate board review and approval for each curriculum guide.*

Print in the curriculum guide the date that the board approved the guide.

BUSINESS EDUCATION

Sample Philosophy

Business education facilitates learning in a student-directed environment based upon learning for and about business. Learners are guided in many ways as they develop skills necessary to be effective consumers, citizens, workers, and business leaders. Learners customize their learning by selecting projects based on personal and career interests. Learners, working independently or in teams, use a wide range of technology to solve unstructured problems. All of these opportunities support their desire for independence and creativity, as well as their need to collaborate. Learners continue their career exploration and demonstration of their career skills through work experience and student organizations. (PCBEE Statement 64—This We Believe About the Role of Business Education at All Educational Levels)

Sample General Goals for Graduates of Business Education

- Function as economically literate citizens through the development of personal consumer economic skills, knowledge of social and government responsibility, and an understanding of business operation.
- Demonstrate interpersonal, teamwork, and leadership skills necessary to function in multicultural business settings.
- Select and apply tools of technology as they relate to personal and business decision making.
- Manage data from all of the functional areas of business needed to make wise management decisions.
- Communicate effectively as writers, listeners, and speakers in social and business settings.
- Develop career awareness and related skills to make viable career choices and become employable in a variety of business careers.

**Missouri School Improvement Program (MSIP)
Third Cycle Documentation File Requirements
Career Education Standard 7.3**

- ☒ Curriculum guides for all career education programs and courses which include as a minimum the following components:
 - Rationale
 - Course description
 - Graduate goals
 - Measurable learner objectives
 - Instructional strategies and activities
 - Assessments, including performance based assessments
 - Alignment to Show-Me Standards
 - Board approval
- ☒ Student-based assessments (minimum of one)
 - Interest surveys
 - Guidance needs assessments
- ☒ Community-based assessments (minimum of one)
 - Labor market survey
 - Chamber of Commerce survey
 - MOICC supply and demand data
 - Career Education advisory committee input
 - Local Workforce Investment Board (WIB) data
- ☒ Number of students enrolled in career education (Career Center & district)
- ☒ Instructional Management System (IMS) for student competency mastery (VIMS/VAMS, competency profile cards, other computerized system, etc.)
- ☒ Membership rosters for Future Business Leaders of America (FBLA)
- ☒ Current program of work for FBLA. The program of work must include but not be limited to the following components:
 - Leadership skills
 - Occupational competency
 - Community service
 - School service
- ☒ List or description of student experiences and activities for off-campus education programs which might include experiential education, cooperative education, internships, apprenticeships, job shadowing, job placement services, etc.
- ☒ Copies of all articulation agreements and/or dual credit agreements with postsecondary institutions for all career education programs or courses.
- ☒ Written plan to evaluate the effectiveness of all career education programs and/or courses. The plan must include the following components:
 - Measurable objectives
 - Established performance measures for each measurable objective
 - Level of performance for each measure
 - Established procedure for gathering, analyzing and reporting data relevant to each measure of performance
 - Established procedure for reporting outcomes and corrective action for all measurable objectives
- ☒ Advisory committee minutes documenting review of improvement plans.
- ☒ Copy of District CSIP which indicates career education improvements